

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Wayne Floyd

Official School Name: Loyal Heights Elementary School

School Mailing Address: 2511 NW 80th Street  
Seattle, WA 98117-4497

County: King State School Code Number: 2462

Telephone: (206) 252-1500 E-mail: wfloyd@seattleschools.org  
Fax: (206) 252-1501 Web URL: http://www.seattleschools.org/schools/loyalheights/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Maria Goodloe-Johnson PhD Superintendent e-mail: Maria.Goodloe-Johnson@seattleschools.org

District Name: Seattle Public Schools District Phone: (206) 252-0167

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Steve Sundquist

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

11WA1

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 64 Elementary schools  
(per district designation) 9 Middle/Junior high schools  
18 High schools  
0 K-12 schools  
91 Total schools in district
2. District per-pupil expenditure: 12691

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	36	35	71		7	0	0	0
1	43	33	76		8	0	0	0
2	26	33	59		9	0	0	0
3	29	33	62		10	0	0	0
4	29	30	59		11	0	0	0
5	32	34	66		12	0	0	0
Total in Applying School:								393

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
1 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2009	395
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 0  
 Number of languages represented, not including English: 3  
 Specify languages:

Czech, French, Japanese

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 21

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%  
 Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>18</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	13%	0%	26%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Daily Student attendance data for the 05-06 school year was not available. 96% for 05-06 is an estimate based on data from other years. Teacher turnover data includes transfers, resignations and retirements. Teacher turnover above 12% is due to all of these factors combined.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

Loyal Heights Elementary School in Seattle, Washington, combines a caring, student centered community with a commitment to high academic standards for all of our 393 K-5 students. The small two story classic brick building is bustling with focused activity. When you walk through our doors and into our classrooms you can see and feel that we are special. Committed staff makes sure that every student is a priority. Through challenging curriculum, enrichment opportunities, a comprehensive student intervention process, and tutoring support, children's individual needs are addressed.

Principal Wayne Floyd leads a staff of committed educators and volunteers that make up the Loyal Heights community which is guided by five core beliefs:

1. Learning is built on quality instruction and the active participation of learners.
2. Children's learning strengths vary.
3. Children are complex human beings.
4. Children learn best when basic human needs are fulfilled.
5. Successful schools build strong, collaborative community school partnerships.

The present curricular focus areas are reading, writing, math, and science. At Loyal Heights we have placed a strong emphasis on collaboratively planning lessons to meet the needs of the variety of learners in our classrooms as we align curriculum, instruction, and assessment. Teachers maintain their creativity and individuality as they reflect on their instructional practice to deliver standards based instruction with purposeful teaching. Classrooms at Loyal Heights provide opportunities for students to be matched with a variety of personalities, structures, and supports. Loyal Heights is designated as an Advanced Learning Opportunities school which strives to meet the needs of academically gifted students in a blended model. We provide straight grade classrooms as well as multiage classrooms based on student need and grade level populations.

The success of our instructional programs and the impact on student learning is demonstrated through a variety of measures including integrated curriculum projects, portfolios, and classroom assessments. Our state assessment scores are consistently above our district and state averages in every content area and have consistently risen over the past five years. The year, Loyal Heights was recognized by Seattle Public Schools as one of the top schools in the district, based on student test scores and growth. Loyal Heights has received positive ratings from students, parent, and staff feedback. In 2007, Loyal Heights was named a Washington State School of Distinction by the Office of the State Superintendent of Public Instruction. This year the Office of Superintendent of Public Instruction and the State Board of Education awarded Loyal Heights the Washington Achievement Award to celebrate our top-performing schools and to recognize achievement in multiple categories. It is based on a school's performance according to the Washington Achievement Index, a comprehensive measurement of how schools in Washington are performing over time. Loyal Heights is being recognized for overall excellence and special recognition in Math.

Parents volunteer at many levels in the school and contribute countless hours of support. The Loyal Heights PTA (100% membership) works alongside the Loyal Heights staff to provide and support programs which enrich and expand educational experiences for all Loyal Heights students. Some of the support areas include tutoring, technology support, classroom materials, field trips, assemblies, and the arts (music, artist in residence, art docents).

Our Artist in Residence and Art Docent programs enable all students to participate and explore monthly art lessons and projects as well as an in depth theme for each school year. This year students are learning

African dance and drumming from members of the Gansango Music and Dance group who performed at an all school kick off assembly. Every classroom will perform at an assembly to culminate the experience and demonstrate what they have learned. During 2009-10, Loyal Heights welcomed artist in residence Thaddeus Jurczynski, a seasoned puppetry and parade artist. Thaddeus worked with our K-2<sup>nd</sup> grade students to produce masks and streamers and our 3<sup>rd</sup>-5<sup>th</sup> grade students produced giant, reed, tissue, and polymer puppets with moveable parts. The project culminated with a parade of these puppets and masks at the Ballard community parade for Syttende Mai on May 17th.

The mission of the LHPTA is:

- To provide and sponsor programs which enrich and expand the educational experiences of all Loyal Heights students
- To encourage and support family participation in our children's education
- To support the facility and staff
- To support our school's goals
- To foster a connection with our community

Along with the strong academic experience, enrichment, Music and the Arts, Loyal Heights has a strong environmental and social justice component. For example, a portion of the funds raised by the PTA were used to support a neighboring school. We also grow and maintain an organic vegetable garden on site and donate produce to the Ballard Food Bank. Loyal Heights has an extensive school wide recycle and composting program that reduces garbage output from our school and lunchroom. Printer cartridges, cell phones, and books are also recycled to promote a greener America.

The Beaver Achiever award brings focus to and builds on the specific and universal qualities we recognize in all good citizens. Each month the school honors students in one category of positive "Beaver Behavior." Some of the categories include but are not limited to are respect, confidence, sense of humor, caring, kindness, friendship, perseverance, cooperation and integrity.

Links for news story and blog:

<http://www.ballardnewstribune.com/2010/01/27/features/loyal-heights-students-becoming-puppet-masters>

<http://www.myballard.com/2010/04/14/loyal-heights-elementary-art-walk-on-thursday/>

Loyal Heights strives to be a school where children feel safe, loved, and encouraged to learn while providing a variety of ways for children to express themselves and become independent learners.



### 1. Assessment Results:

The Measurement of Student Progress (MSP) is the state's exam for Washington state students in grades 3-8. All third, fourth and fifth grade students take reading and math portions of the test. Fourth graders also take a writing test and 5<sup>th</sup> graders take a science test. Prior to 2009-10, the state test was the Washington Assessment of Student Learning (WASL). The performance levels for the MSP are as follows:

Below Basic (Level 1)

Basic (Level 2)

Proficient (Level 3) – demonstrates “meeting the standard”

Advanced (Level 4)

Over the past five years, Loyal Heights has successfully increased achievement in all subject areas.

During 2009-2010, 94% of 3<sup>rd</sup> – 5<sup>th</sup> grade students were proficient in reading, 91% of 4<sup>th</sup> grade students were proficient in math, 84% of students were proficient in math, and 69% of 5<sup>th</sup> grade students were proficient in science. Overall Loyal Heights has high levels of achievement and exceeds the district and state averages on the WASL/MSP. See School Report for details.

Additionally, Loyal Heights has higher than average levels of achievement for students of poverty. Last year, 100% of 3<sup>rd</sup>-5<sup>th</sup> grade students who attended Loyal Heights in 2009-10 and qualify for Free and Reduced Lunch (FRL), were proficient in reading and 71 percent of students qualifying for FRL were proficient in math, which far exceeds the district average for FRL students.

Although students who qualify for FRL at Loyal Heights has increased over the past three years, and Loyal Heights students meet proficiency targets at a higher rate than students across the district, there is still an achievement gap in the area of math. Loyal Heights is actively working on closing the achievement gap. Gap closing strategies include: using a variety of assessment tools to identify students for intervention who are not likely to be proficient including the MAP test, which is administered three times per year and has a strong correlation to performance on the state test. Interventions include flexible math groups to deliver differentiated instruction, weekly informal assessments to monitor math performance expectations addressed during the instruction cycle, and tutoring. A standards based Walk to Math model is being used to pinpoint weaknesses and directly address them for all students.

Special education students at Loyal Heights are also meeting proficiency targets at a higher than average level. Last year in reading, 70 percent of 3-5<sup>th</sup> grade special education students were proficient in reading and 70% were proficient in math compared to the district average of 48% in reading and 36% in math.

The majority of Loyal Heights students are scoring at an advanced level (level 4) in math, reading and writing.

Seattle Public Schools uses the Colorado Growth Model to analyze student gains on the state assessment. The Colorado Growth Model is a statistical model that compares state test results for students with a *similar test score history in a subject*. The model calculates a *Growth Percentile* for each student that reveals how much a student improved relative to students with similar scores in prior years. For example, if a student performed better than 65% of his academic peers –i.e., students with similar scores in prior

years – then his/her growth percentile would equal 65 and his performance would be compared to other scoring at that level. The Colorado Growth Model highlights the district’s most effective schools —those that produce the highest sustained rates of growth in student progress. Loyal Heights is an example of a school making better than average gains. In 2009, 75 percent of students made gains on the state reading test and 80 percent made gains compared to the district average of 65 and 66 percent respectively. See the attached school report of a summary of the past three years.

State Assessment Results for Loyal Heights Elementary can be found on the Office of Superintendent of Public Instruction website at:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1077&reportLevel=School&orgLinkId=1077&yrs=&year=2009-10>

## **2. Using Assessment Results:**

At Loyal Heights teachers pride themselves on making data based decisions to improve overall student achievement. We use data trends to inform instruction that is differentiated to meet the needs of each and every student. One example is in math where students walk to math and are assigned according to their end of the year state assessment (MSP-Measurements of Student Progress) data, MAP (Measures of Academic Progress scores, Classroom Based Assessments, and teacher input. Once placed in the fluid groupings formative assessments are used as check points to assess students and then place them in small groups to target needed instruction based on checkpoint data. The assessments are standards based and student progress reports are given to parents every 6 weeks showing if a student is below, meeting or exceeding standards. The MAP scores which are reported three times a year also serve to check student progress, inform teachers instruction, place students with intervention services such as tutoring, and communicate student needs to parents. Teachers use a variety of indicators for various outcomes. Data such as the RIT Score, Growth index, strand scores, test time duration, attendance, and percentile rank are just a few indicators teachers use to gauge student growth and the effectiveness of their instruction.

## **3. Communicating Assessment Results:**

Loyal Heights and its learning community at large are in a true partnership. There is a steady flow of information and communication to students, parents, and families. Student performance is communicated in many ways. Formal and informal conferences, phone calls, weekly and monthly newsletters, letters of explanation provided by district officials, email and teacher WebPages. Classroom teachers use weekly newsletters as a way to give general information such as when student assessment reports, progress reports and report cards will be available. Each student participates in a goal setting session with their teacher to give input to SMART goals for the year. Student growth is a key target and the origin of many other goals that offshoot from there. At the fall parent conference the MAP scores and Spring MSP scores are reviewed and student goals are discussed. We have a parent night for adults to receive information about the assessments and ask questions as well as determine ways that families can assist students in meeting their goals. We use a data coach and MAP team to educate staff leaders to facilitate further information and knowledge development around the test and the usefulness to increase student achievement.

## **4. Sharing Lessons Learned:**

Loyal Heights has shared successful strategies with other schools in the district in several ways. We have partnered with Olympic Hills Elementary School staff to collaborate on effective math instruction and teaching methods. Staff from both schools met several times over the course of last school year with Math specialists from both schools facilitating professional development. This year our innovative “Walk to Math” program success is being watched closely and strategies explained and shared with central office staff and Loyal Heights has received very positive feedback so far from the regional director.

As an affiliate school for the Writers Workshop program, we invited teachers from other schools to visit our classrooms and see the program in action. We also invited them to attend professional development sessions at Loyal Heights led by literacy coaches from New York. Several Loyal Heights teachers had the privilege to participate in trainings in New York to deepen their understanding and knowledge of the workshop pedagogy and share what we were doing in Seattle. We have maintained close contact with literacy coaches from the Reading and Writing Project at Columbia Teachers College.

As news of our amazing volunteer art docent program spread far and wide, several schools contacted our art docent chairperson and have modeled their own programs after ours.

Our physical education, music, Spanish and library media specialist network with specialists from other schools in professional learning communities to learn from each other and share struggles and successes in their programs.

Our principal meets regularly with other principals to share effective leadership skills and practices. The principal also shares our successful strategies and anecdotes at administrative meetings, district meetings, professional development trainings, and during his monthly principal PLC (professional learning community) sessions. Twice a year the principal's PLC comes to our school to participate in learning walks and discuss the observations.

Perhaps the best avenue of communication of all the wonderful successes at Loyal Heights are our dedicated, supportive parents that tell their neighbors, friends, family and co-workers about the outstanding community that is Loyal Heights Elementary school.

*My Ballard.com* blog is another platform for community news to be posted and discussed. Each month we produce *Beaver Tales* which is a comprehensive newsletter giving accounts of school issues, information and allowing students an opportunity to display work and participate in core content contests such as *Math It Up* (A regular interactive column). The principal includes a monthly letter that conveys successes and covers hot topics that affect the school climate, culture, and student achievement.

Being nominated for this prestigious award has given us another successful strategy to pass on. Using a team approach to complete this application was a complete success and eliminated the burden of one person inputting all the information. The support that so many people gave to filling out this application was tremendous and another example of what makes Loyal Heights a great school.

### 1. Curriculum:

Loyal Heights Elementary School's core curriculum is based on Washington State Standards. We are committed to cultivating the whole child and building a collaborative school culture based on instruction and student academic achievement.

We follow a balanced literacy model that includes a minimum of ninety minutes of reading and writing every day. Loyal Heights piloted Lucy Calkins' Writers Workshop Program based out of Columbia Teachers College in the school year 2006-2007. All teachers received extensive training by Columbia Teachers College coaches and instructors as well as Seattle School District literacy coaches over the past four years. We then began to follow Lucy Calkins' Readers Workshop Program in the school year 2009-2010. Both workshops follow a similar model of 15-20 minutes of a mini-lesson and active engagement, followed by 20-30 minutes of independent work. During the independent time, teachers are conferring with students in small groups or one-on-one instruction. Sessions end with a student share time. Growth is assessed in writing by using the Columbia Teachers College K-8 Writing Continuum. The Continuum assesses the development of the narrative craft which includes word choice, voice, sentence structure, elaboration and fluency. Assessment of Readers Workshop follows the Columbia Teachers College recommended Fountas and Pinnell system for leveling books. Both writing and reading assessments are done several times throughout the year and drive teacher instruction.

Math is taught for a minimum of sixty minutes each day. Instruction is based on Washington State Standards, using Everyday Math and Math Connects curriculums. Our instruction is based on the following math strands: number sense, geometry, algebra, operations, and problem solving. This year we began a "Walk to Math" model where students are placed in ability-based classrooms. Using a math specialist as an additional instructor and push-in tutors we have successfully lowered class size and been better able to meet the needs of all students.

Science is an inquiry based program using the National Science Foundation FOSS kits. Each trimester students are taught a science unit based on three categories; life, earth and physical science. Teachers implement instruction using the Teacher's Guide as well as the Instructional Guide developed by Seattle School District science coaches. Along with hands-on instruction students answer a focus question, write predictions, record data, and write conclusions based on their learning. All writing is recorded in a science journal which is used for assessment along with answering classroom based assessments.

Social Studies is taught in all grade levels, and explores the concepts and ideas inherent in civics, economics, geography and history. Through role playing, simulations, research projects, nonfiction and fiction texts, and current events, students engage in learning about the world yesterday and today. All social studies content progresses through self, families, community, culture, Washington state history, and U.S. history respectively.

Loyal Heights provides every student an opportunity to experience the visual and performing arts. The Parent Teacher Association supports a continuing Artist in Residence program. A guest artist facilitates a classroom art project or a performance based on a different culture each year. Past residencies have included Northwest Coast native art, jazz and swing music, Japanese Taiko drumming, poetry, sculpture, opera, Nordic puppets and troll masks, and currently dancing, drumming, and singing from South Africa and Benin. In addition, parent volunteers provide an art docent led lesson to each classroom every month. Docent lessons begin with art history based on a particular artist or art concept and move to a hands-on art project. In the spring, an art walk is held showcasing all students' work for parents and members of the community to attend.

All students receive weekly instruction in a general music class with a curriculum aligned with state and national music standards. Individual classrooms perform throughout the year at school wide assemblies, with a celebratory school concert each spring. The opportunity to learn to play a musical instrument is given to every fourth and fifth grader. Two after-school choirs are offered to all students. All students attend Spanish class with a focus on cultural awareness and appreciation through traditional songs, dances and art.

Loyal Heights' Physical Education program consists of a curriculum focusing on five components of fitness and nutrition: flexibility, cardio respiratory endurance, muscular strength, muscular endurance, and body of composition (BMI). Using a noncompetitive approach, our PE program focuses on individual skill development and cooperative learning in an encouraging environment. After school programs include yoga, jump rope club, tai-kwon-do and Girls on the Run, a national program to educate and prepare girls for a lifetime of self-respect and healthy living. More than sixty-five 3rd-5th grade girls have participated in this experiential learning program. Our school PE teacher and lunchroom manager have teamed to implement nutrition education that is engaging and fun. The PE teacher also offers recess clubs for any student to attend. FLASH (Family Living and Sexual Health) is taught to every fifth grade student.

## **2. Reading/English:**

Loyal Heights uses a balanced literacy model that ensures all students become proficient critical readers and writers. The Readers Workshop includes mini lessons, shared and guided reading, interactive read aloud, independent leveled book reading, mentor author study, and book clubs. The Writers Workshop includes mini lessons, shared and independent writing, journals, word work, and writing celebrations.

Both workshops follow Lucy Calkins's Units of Study. Loyal Heights has been involved in Writers Workshop since 2006. A typical workshop lesson includes 15-20 minutes of a mini lesson and active engagement, followed by independent writing, and concluding with a share out. While students are writing, teachers confer with individual students and/or small groups. This enables the teacher to target individual skills where needed.

Readers Workshop follows a similar structure. Workshops begin with a mini lesson targeting a specific reading skill or strategy. Students then apply this and past skills to their reading. Students have reading partners who are at similar guided reading levels (according to Fountas and Pinnell). Students stay with the same partners throughout the year, forming strong partnerships. The units of study focus on mentor author craft, using familiar read alouds, nonfiction informational and narrative texts. Every classroom has been given an extensive leveled library which includes a myriad of genres and levels. Teachers have found students are much more motivated to read just right books when there is a large choice at their disposal. The goal is for all students to become lifelong readers.

Loyal Heights has several strategies to address the students who are reading below grade level. In their classrooms, all students are given one on one formative assessments throughout the year. Students are then provided with just right books according to their reading level. Tutoring services are offered to any students that meet at least two of the following criteria:

- Score below the 25th percentile on the reading portion of the Measure of Academic Progress (MAP) assessment
- Fail to pass the reading portion of the state test, Measure of Student Progress (MSP)
- Fail to meet grade level criteria on the fall Columbia Teachers College reading assessment
- Teacher recommendation with supporting classroom evidence
- Tutors are trained in methods and strategies being taught in the classrooms. Students are tutored for thirty minutes at least three times per week.

### **3. Mathematics:**

Loyal Heights uses a combination of Everyday Math and Math Connects curriculums to focus our instruction on Washington state standards. To better serve all of our students a school wide decision was made to follow a “Walk to Math” model. Students are placed in ability based classrooms and using our math specialist we are also able to keep our class size and ability ranges smaller.

In addition to using unit tests for assessment, teachers create “teacher checkpoints.” A checkpoint consists of three problems related to a particular grade level math standard which are given 3-5 times per week. During the first 5-10 minutes of class students complete a checkpoint. The teacher then grades the checkpoints and uses the data to form small group instruction. Any child who receives a score of 1 (below grade level) or 2 (approaching grade level) will meet with the teacher or a push in tutor who is assigned to work with that math classroom. Students continue to work in small groups with the teacher or a tutor until the concept is mastered. Weeks are structured with three days of new instruction, one day of small group instruction geared towards individual needs, and one day devoted to problem solving skills. Each day of new instruction teachers post a learning goal for the lesson, followed by direct instruction, guided practice, and partner and independent practice. Manipulatives and games are often used to reinforce math skills, and address individual students’ learning styles.

Another way Loyal Heights addresses the needs of below grade level students is through our tutoring program. Tutors have been assigned to work in the classroom with our below grade level students on small group instruction day. Teachers use data from checkpoints to provide additional tutor support to students on specific skills. We have also targeted our students who are in the lower twenty-five percent quartile to receive additional one on one tutoring three times per week, outside of “Walk to Math” time. The school also has a site license for [www.IXL.com](http://www.IXL.com), a standards based math website. Students use this program at home and at school. Students work at their own level. Teachers are sent weekly reports on each student’s progress.

Teachers meet once a month in their Professional Learning Communities to analyze student data from unit tests, teacher checkpoints and results from the Measure of Academic Progress (MAP) tests which are given three times a year. Teachers use this data to improve future instruction.

### **4. Additional Curriculum Area:**

Loyal Heights has made teaching science one of our focuses of concern. Historically science has not been a priority compared to reading, writing and math instruction. In the Loyal Heights Continuous School Improvement Plan (CSIP), we have developed three specific goals for improving our students’ scientific knowledge. 1. All teachers will commit to teaching all three district units, which include physical, earth and life science. 2. All teachers will participate in professional development pertaining to their units of study. 3. Teachers will extend the science lessons across the curriculum through the use of nonfiction books, science writing notebooks, problem solving and use of the scientific process.

We use the National Science Foundation FOSS kits, which are inquiry-based science units based on state and national science standards. They also support our literacy program with a strong nonfiction reading and writing component. We provide students the opportunity to read or listen to nonfiction science books related to the units of study.

Each lesson begins with a focus question for students to write in their science notebooks. Teachers give minimal instruction, allowing the majority of the time to be spent on student led experimentation. Students are given partners and/or small groups that remain constant throughout the unit. As the investigative procedure is going on, teachers circulate the room asking open ended inquiry questions, and assisting as needed. Teachers are careful not to give “answers” but instead lead students to develop their

own conclusions with evidence from the learning activity. Lessons are followed by whole group discussions. Students then write answers to the focus question with evidence to support their thinking. Periodic classroom based assessments are given to check for understanding. Students are expected to act as scientists, using appropriate scientific terms and procedures; i.e. systems, life cycles, properties, characteristics, energy transformation, etc.

All fifth grade students are expected to complete a Science Fair project based on the scientific method. Fifth graders are required to attend the Fair, and be ready to explain their project to their peers, teachers and other members of the community. All other students are invited to submit projects voluntarily.

Most teachers dedicate a yearly field trip based on one of the science units. For example, the fifth grade class goes to a local beach to complete a field study on the effects of erosion. There is also an after school science club offered to promote the love of science. This club is supported by parent volunteers and has been in existence for over ten years.

## **5. Instructional Methods:**

Loyal Heights is committed to creating an inclusive environment that meets the diverse needs of all students. Administration, staff and parents meet regularly to discuss ways to achieve this goal. Teachers meet in learning communities to collaborate on best teaching practices and improving instruction to meet the varying skill levels, interests and learning styles of students.

Loyal Heights teachers excel at differentiating instruction in the classroom. Observers will see many forms of instruction being used such as whole group, small group, partner and independent learning. Materials are available to all students regardless of ability level. Our Language Arts curriculum centers on students working at their own level. They are reading “Just Right” books and independently writing in journals at their skill level. Our “Walk to Math” program creates flexible groupings, small group instruction and lower class size. Our inquiry based science units give students hands-on experiences and opportunities to create their own theories. Our music, physical education, and Spanish program use a variety of teaching methods geared towards engaging the individual learner through multiple intelligences.

Each classroom has a sound system making it easier for children to focus and listen no matter where the teacher is standing. A document camera is used in every classroom to ensure all students can clearly see written instruction and gives them an opportunity to share their work with the class. Schedules, teaching points, word walls and anchor charts are neatly posted for students to reference. Students sit in table groups to allow for better cooperative learning. All classrooms have an inviting meeting area for gathering together for lessons, discussions, class meetings and share time.

Teachers allow for movement in the classroom and are sensitive to students with attention issues making balance balls, cushions, and sensory items available. Accommodations for students with learning challenges include, but not limited to, repeated instruction, reduced assignments, adjusted homework, extra time for assessments, verbal assessment when necessary, routine check-ins with parents or guardians, organizational tools; such as graphic organizers, homework planners, and teaching of study skills. Teachers assess students using several methods of interpretation. These include formal and verbal assessments, group and individual projects, observations, and individual improvement and growth.

We are an accredited Advanced Learning Opportunity (ALO) school. All students qualified as gifted are given enrichment opportunities. These include higher level thinking in the form of open ended questions, multistep problem solving, research projects, mentoring projects, and peer tutoring.

## **6. Professional Development:**

The staff at Loyal Heights participates in several professional development trainings throughout each school year as well as summer institutes. Each year the staff analyzes student data, and then chooses which academic area will be our focus for the current school year. For example, the results of the 2010 Measure of Student Progress (MSP) state tests indicated that only 69% of fifth graders met or exceeded state standards. This was significantly lower than other academic areas so we agreed upon the need for more professional development in science. All teachers were urged to attend district science trainings for each unit of study, as well as a science writing class geared towards their grade level. All 3rd-5th grade teachers were asked to attend a MSP science prep training.

Since Loyal Heights committed to the Lucy Calkins's Writers Workshop model, all teachers have attended multiple summer institutes, ongoing training during the school year with Columbia Teachers College coaches, as well as trainings in New York. Teachers have also attended Readers Workshop summer institutes over the past few years. During the school year there are three district wide designated professional development days which we have largely devoted to the Reading and Writing Workshop projects. Staff has taken back to their classrooms what was presented, and has also shared with colleagues successful lessons and assessments. The content from these workshops are aligned with the state standards. Since taking on these workshops and attending professional development our state test results have improved significantly over the past several years.

After adopting the Everyday Math curriculum all teachers attended a minimum of a two day training. For the next two years our math specialist worked closely with a neighboring elementary school. For five afternoons throughout the year, we would visit each other's schools and collaborate on lesson plans and strategies. We continue to have a math specialist at our school supporting our Walk to Math program, as well as providing in-service trainings to the staff. Test data has shown more of our students are meeting or exceeding state standards and showing significant growth compared to other schools in the district.

To further support student achievement we have also attended anti-bullying workshops and implemented "Steps to Respect" and "Second Step" social skills curricula in our classrooms so all students feel safe and cared for at Loyal Heights School.

## **7. School Leadership:**

Wayne Floyd, our principal at Loyal Heights stresses excellence in teaching instruction by having teachers look deeper into their practice through reflection and professional learning communities (PLCs). Staff meetings focus on topics to improve instruction and academic achievement such as high leverage teaching strategies, assessment, and purposeful teaching. He believes in a shared leadership model where the instructional core is affected by the strength of the partnership between the student, staff, and parents working together. His approach is to grow pods of leadership where teachers, staff and other community members are encouraged to take leadership roles throughout the school structure and learning community abroad. These pods of leadership are networked and shared to amplify the impact on student achievement. Colleagues become experts and share this expertise with others. Everyone signs up for at least two committees each year in which to participate or chair. This includes the Building Leadership team which a multi-constituent team that meets regularly to oversee our progress toward goals and site based decision making. Everyone becomes accountable and invested in common goals and striving to meet those goals. All staff has an opportunity to lead at some point during the year. Our Continuous School Improvement Plan or CSIP is the living document that guides our instructional journey throughout the year. One of the major roles of the principal is to supply the staff with the tools they need to do their job well. These may include but are not limited to; instructional coaching, release time, professional development, common planning time, furniture, supplies, equipment, texts, monitoring of professional learning communities, feedback on student achievement issues and observation feedback on teaching and learning. All staff members at Loyal Heights are encouraged to participate in professional development sessions and present to the whole staff what they have learned and how it can inform their own teaching as well as others.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting Standard	90	91	83	93	87
Exceeds Standard	57	53	48	41	29
Number of students tested	60	64	60	59	62
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting Standard					
Exceeds Standard					
Number of students tested	3	6	4	5	3
<b>2. African American Students</b>					
Meeting Standard					
Exceeds Standard					
Number of students tested	2	2	1	2	3
<b>3. Hispanic or Latino Students</b>					
Meeting Standard					
Exceeds Standard					
Number of students tested	4	3	4	5	4
<b>4. Special Education Students</b>					
Meeting Standard	60		60		
Exceeds Standard	2		50		
Number of students tested	10	6	10	8	8
<b>5. English Language Learner Students</b>					
Meeting Standard					
Exceeds Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Meeting Standard					
Exceeds Standard					
Number of students tested	3	2	1	0	0
<b>NOTES:</b> Beginning with the 2009-10 school year, the name of the state assessment changes from Washington Assessment of Student Learning to Measurement of Student Progress. Results not available for groups with less than 10 students.					

11WA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
At Standard	92	89	88	92	87
Exceeds Standard	62	55	43	54	50
Number of students tested	60	64	60	59	62
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
At Standard					
Exceeds Standard					
Number of students tested	3	6	4	5	3
<b>2. African American Students</b>					
At Standard					
Exceeds Standard					
Number of students tested	2	2	4	2	3
<b>3. Hispanic or Latino Students</b>					
At Standard					
Exceeds Standard					
Number of students tested	4	3	4	5	4
<b>4. Special Education Students</b>					
At Standard	60		70		
Exceeds Standard	40		40		
Number of students tested	10	6	10	8	8
<b>5. English Language Learner Students</b>					
At Standard					
Exceeds Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
At Standard					
Exceeds Standard					
Number of students tested	3	2	1	0	0
<b>NOTES:</b> Specific data for subgroups smaller than 10 is not available. As of 2009-10, the state test is called the Measurement of Student Progress.					

11WA1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	90	88	75	89	86
Exceed Standard	57	72	47	75	54
Number of students tested	68	61	60	63	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	6	6	6	4	9
<b>2. African American Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	1	2	3	2
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	4	4	5	2
<b>4. Special Education Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	6	9	9	5	6
<b>5. English Language Learner Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	3	6	0	0
<b>NOTES:</b> For the 2009-2010 school year, the state test is now called the Measurement of Student Progress. Data not available for groups with less than 10.					

11WA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	94	92	88	92	93
Exceed Standard	46	62	50	49	46
Number of students tested	68	61	60	63	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	6	6	6	4	9
<b>2. African American Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	1	2	3	2
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	4	4	5	2
<b>4. Special Education Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	6	9	9	5	6
<b>5. English Language Learner Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	3	6	0	0
<b>NOTES:</b> For the 2009-10 school year, the state assessment is now called the Measurement of Student Progress. Results not available for groups with less than 10 students.					

11WA1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	93	89	84	93	78
Exceed Standard	61	74	57	69	49
Number of students tested	59	61	62	58	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	4	7	5	8	9
<b>2. African American Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	1	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	4	5	2	3
<b>4. Special Education Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	4	4	4	5	4
<b>5. English Language Learner Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceed Standard					
Number of students tested	2	6	1	0	0
<b>NOTES:</b> As of the 2009-2010 school year, the state test is now called the Measurement of Student Progress. Data is not available to groups with less than 10.					

11WA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Washington Assessment of Student Learning

Edition/Publication Year: 2005-2010 Publisher: NA- Custom State Product

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	95	93	92	95	89
Exceeded Standard	80	72	77	69	60
Number of students tested	59	61	62	58	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceeded Standard					
Number of students tested	5	7	5	8	9
<b>2. African American Students</b>					
Met Standard					
Exceeded Standard					
Number of students tested	1	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceeded Standard					
Number of students tested	2	4	5	2	3
<b>4. Special Education Students</b>					
Met Standard					
Exceeded Standard					
Number of students tested	4	4	4	5	4
<b>5. English Language Learner Students</b>					
Met Standard					
Exceeded Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceeded Standard					
Number of students tested	2	6	1	0	0
<b>NOTES:</b> As of the 2009-2010 school year, the state test is now called the Measurement of Student Progress. Data for groups less than 10 is not available.					

11WA1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	91	87	81	92	84
Exceed Standard	58	66	51	62	44
Number of students tested	187	186	182	180	166
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	13	19	15	17	21
<b>2. African American Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	5	5	5	7	7
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	8	11	13	12	9
<b>4. Special Education Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	20	19	23	18	18
<b>5. English Language Learner Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceed Standard					
Number of students tested	7	11	8	0	0
<b>NOTES:</b> As of 2009-2010, the state test is now called the Measurement of Student Progress. Results not available for groups with less than 30 students.					

11WA1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	94	91	89	93	90
Exceed Standard	63	63	57	57	52
Number of students tested	187	186	182	180	166
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	14	19	15	17	21
<b>2. African American Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	5	5	8	7	7
<b>3. Hispanic or Latino Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	12	16	18	12	13
<b>4. Special Education Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	14	10	14	13	12
<b>5. English Language Learner Students</b>					
Met Standard					
Exceed Standard					
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Met Standard					
Exceed Standard					
Number of students tested	7	11	8	0	0
<b>NOTES:</b> As of 2009-2010, the state test is now called the Measurement of Student Progress. Data is not available for group total less than 30.					

11WA1